

Thornwell School for the Arts

604 East Home Avenue
Hartsville, SC 29550

Grades	1-6 Elementary School	
Enrollment	347 Students	
Principal	Peggy B Casey	843-857-3090
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Mr. Warren Jeffords	843-326-5970

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	52	51	3

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Average	No
2004	Average	Unsatisfactory	Yes
2005	Below Average	Below Average	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

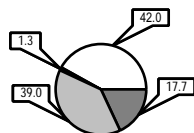
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

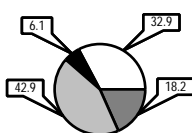
99.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

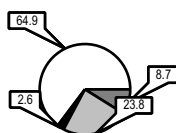
English/Language Arts



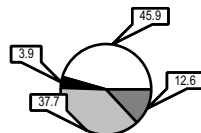
Mathematics



Science

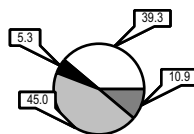
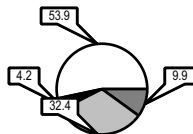
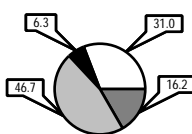
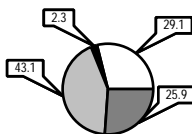


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	249	100.0	42.0	39.0	17.7	1.3	27.7	Yes	Yes
Gender									
Male	127	100.0	46.2	35.9	16.2	1.7	23.1		
Female	122	100.0	37.7	42.1	19.3	0.9	32.5		
Racial/Ethnic Group									
White	55	100.0	32.7	30.9	32.7	3.6	47.3	Yes	Yes
African American	191	100.0	45.4	40.8	13.2	0.6	20.7	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	210	100.0	39.7	40.2	18.6	1.5	29.9		
Disabled	39	100.0	54.1	32.4	13.5	0.0	16.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	249	100.0	42.0	39.0	17.7	1.3	27.7		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	42.2	38.7	17.8	1.3	27.4		
Socio-Economic Status									
Subsidized meals	206	100.0	44.7	41.0	14.4	0.0	22.9	Yes	Yes
Full-pay meals	43	100.0	30.2	30.2	32.6	7.0	48.8		

Mathematics – State Performance Objective = 36.7%									
All Students	249	100.0	32.9	42.9	18.2	6.1	33.8	Yes	Yes
Gender									
Male	127	100.0	30.8	41.9	20.5	6.8	38.5		
Female	122	100.0	35.1	43.9	15.8	5.3	28.9		
Racial/Ethnic Group									
White	55	100.0	25.5	38.2	20.0	16.4	45.5	Yes	Yes
African American	191	100.0	35.6	44.3	17.2	2.9	29.3	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	210	100.0	28.9	44.8	19.6	6.7	36.1		
Disabled	39	100.0	54.1	32.4	10.8	2.7	21.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	249	100.0	32.9	42.9	18.2	6.1	33.8		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	33.0	42.6	18.3	6.1	33.5		
Socio-Economic Status									
Subsidized meals	206	100.0	34.6	43.1	18.1	4.3	30.9	Yes	Yes
Full-pay meals	43	100.0	25.6	41.9	18.6	14.0	46.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	249	100.0	64.9	23.8	8.7	2.6	11.3
Gender							
Male	127	100.0	60.7	27.4	9.4	2.6	12.0
Female	122	100.0	69.3	20.2	7.9	2.6	10.5
Racial/Ethnic Group							
White	55	100.0	50.9	27.3	14.5	7.3	21.8
African American	191	100.0	70.1	21.8	6.9	1.1	8.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	210	100.0	62.9	25.8	8.8	2.6	11.3
Disabled	39	100.0	75.7	13.5	8.1	2.7	10.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	249	100.0	64.9	23.8	8.7	2.6	11.3
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	65.2	23.5	8.7	2.6	11.3
Socio-Economic Status							
Subsidized meals	206	100.0	68.6	23.4	6.4	1.6	8.0
Full-pay meals	43	100.0	48.8	25.6	18.6	7.0	25.6

Social Studies							
All Students	249	100.0	45.9	37.7	12.6	3.9	16.5
Gender							
Male	127	100.0	42.7	40.2	12.0	5.1	17.1
Female	122	100.0	49.1	35.1	13.2	2.6	15.8
Racial/Ethnic Group							
White	55	100.0	36.4	38.2	16.4	9.1	25.5
African American	191	100.0	49.4	36.8	11.5	2.3	13.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	210	100.0	43.8	39.2	13.4	3.6	17.0
Disabled	39	100.0	56.8	29.7	8.1	5.4	13.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	249	100.0	45.9	37.7	12.6	3.9	16.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	46.1	37.4	12.6	3.9	16.5
Socio-Economic Status							
Subsidized meals	206	100.0	48.9	37.2	11.7	2.1	13.8
Full-pay meals	43	100.0	32.6	39.5	16.3	11.6	27.9

Abbreviations for Missing Data
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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	58	100.0	27.3	41.8	29.1	1.8	30.9
	4	73	100.0	36.1	40.3	20.8	2.8	23.6
	5	78	100.0	49.3	42.5	8.2	N/A	8.2
	6	58	100.0	43.9	31.6	24.6	N/A	24.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	43	100.0	27.8	47.2	25.0	0.0	25.0
	4	75	100.0	29.4	45.6	23.5	1.5	25.0
	5	64	100.0	41.9	41.9	16.1	0.0	16.1
	6	67	100.0	63.1	24.6	9.2	3.1	12.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	58	100.0	21.8	56.4	18.2	3.6	21.8
	4	73	100.0	27.8	54.2	11.1	6.9	18.1
	5	78	100.0	53.4	41.1	4.1	1.4	5.5
	6	58	100.0	26.3	43.9	22.8	7.0	29.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	43	100.0	27.8	58.3	13.9	0.0	13.9
	4	75	100.0	26.5	33.8	26.5	13.2	39.7
	5	64	100.0	40.3	48.4	6.5	4.8	11.3
	6	67	100.0	35.4	38.5	23.1	3.1	26.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	43	100.0	52.8	36.1	8.3	2.8	11.1
	4	75	100.0	57.4	22.1	19.1	1.5	20.6
	5	64	100.0	74.2	21.0	1.6	3.2	4.8
	6	67	100.0	70.8	21.5	4.6	3.1	7.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	43	100.0	22.2	52.8	22.2	2.8	25.0
	4	75	100.0	30.9	48.5	14.7	5.9	20.6
	5	64	100.0	56.5	29.0	11.3	3.2	14.5
	6	67	100.0	64.6	26.2	6.2	3.1	9.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 347)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.5%	Down from 4.5%	3.8%	3.0%
Attendance rate	96.8%	Down from 97.4%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.0%	Up from 1.1%	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.0%	Up from 1.1%	3.9%	3.2%
Eligible for gifted and talented	6.4%	Up from 6.2%	6.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.1%	Down from 9.6%	8.3%	8.2%
Older than usual for grade	0.3%	Down from 1.1%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n= 26)				
Teachers with advanced degrees	38.5%	Down from 40.7%	50.0%	52.6%
Continuing contract teachers	76.9%	Down from 77.8%	81.2%	83.3%
Highly qualified teachers	100.0%	Up from 94.4%	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	1.1%	0.0%
Teachers returning from previous year	79.3%	Down from 84.7%	85.4%	87.0%
Teacher attendance rate	96.5%	Up from 95.6%	94.9%	95.0%
Average teacher salary	\$38,618	Down 9.0%	\$40,786	\$41,703
Prof. development days/teacher	24.5 days	Up from 19.1 days	13.0 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.6 to 1	17.6 to 1	18.8 to 1
Prime instructional time	90.8%	Up from 90.4%	89.2%	89.8%
Dollars spent per pupil*	\$7,215	Up 8.4%	\$6,772	\$6,242
Percent of expenditures for teacher salaries*	53.5%	Down from 65.2%	64.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Down from 99.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	97.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Thornwell School for the Arts is to provide artistically enriched opportunities that recognize and foster individual uniqueness to meet the academic and social challenges of our future.

The 2004-2005 school year provided many opportunities for reflection and comprehensive assessment of current practices. With an active School Improvement Council and staff leadership team, a five year plan was aligned to guide outlined initiatives for continued program improvement.

Throughout the year, stakeholders were involved in the systematic building and support of an effective learning community. This effort was fueled through involvement in the South Carolina Reading First Project, South Carolina Reading Initiative, ABC (Arts in Basic Curriculum) Advancement, and Title One commitment.

A highly qualified staff embraced the components of a balanced literacy model and led our school to be one where all students were readers and writers. Special events and essay writing opportunities were planned to nurture literacy initiatives. Artist in residency programs and even family events focused on the importance of strong communication skills.

Thornwell School for the Arts serves approximately 350 students in grades 1-6. The school-wide theme for 2004-2005 was Passport to the Arts. Through thematic units of instruction, teachers facilitated learning activities to broaden student understanding and appreciation of global history as well as current events. Students were encouraged to use higher order thinking skills to create responses and projects. Such lessons also allowed students to develop self-discipline, sense of purpose, and satisfaction in successful accomplishments.

The year was highlighted by our annual musical, student recognitions, multiple staff achievements, and enrichment opportunities for both students and staff.

Thornwell continues to challenge its educational population to strive for excellence.

Peggy B. Casey - Principal

James Beaumier - SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	59	40
Percent satisfied with learning environment	89.3%	91.2%	84.2%
Percent satisfied with social and physical environment	82.1%	91.2%	82.5%
Percent satisfied with school-home relations	50.0%	82.5%	73.0%

*Only students at the highest elementary school grade level at this school and their parents were included.